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ABSTRACT

This booklet outlines the basics of a schoolwide whole language program and describes the roles of teachers and the principal in it. Because there are legitimate differences among good programs, guidelines and suggestions are offered more often than definitive answers. The first four sections are entitled, respectively "Principles of Language Learning"; "Premises and Purposes of Whole Language Programs"; "Desirable Classroom Practices"; and "Whole Language Terminology." The final section, "Questions Teachers and Principals Must Answer," addresses the following topics: (1) How can a teacher modify an ordinary classroom to make it a favorable environment for whole language learning? (2) What reading and writing materials should be on hand? (3) Does a whole language program need a curriculum? (4) Should skills be taught in a whole language program? (5) How can children be grouped most effectively for whole language instruction? (6) How do teachers teach in a whole language program? and (7) What relationships and responsibilities do whole language teachers have to other teachers in their school? Six figures representing various aspects of whole language programs are included. (RS)

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